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ABSTRACT

The Maine Department of Education contracts with local educational agencies to administer the Maine Migrant Education Program. The program's overall mission is to provide the support necessary for migrant children to achieve Maine's academic standards. In 1997-98, 73 local migrant programs served 9,838 students, and 63 summer programs served 1,769 students. This 1997-98 report begins with a mission statement, state goals, and identification and recruitment efforts. A section on home/school coordination discusses how parents help prepare Individual Services Plans for their children; participate in the planning of their local Migrant Program; and receive training in areas such as reading strategies, nutrition awareness, and teen issues. The Maine Migrant Parent Advisory Council informs parents of the programs offered and any changes or legislation impacting the program. Student services include academic services, academic support services, English-as-a-second-language programs, Portable Assisted Studies Sequence, summer school programs, harvest schools, and the Maine Conservation Camp. Supportive services include the Migrant Health Voucher Program available to migrant families not eligible for Medicaid. Services offered and participating health centers are listed. The program evaluation section describes the Snapshot Assessment and the Migrant Performance Evaluation System, still under development, and presents charts showing migrant performance on the Maine Educational Assessment in reading, writing, and mathematics for grades 4, 8, and 11. Attendance data are also presented. Two case studies of migrant student success are included. (TD)

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Maine Migrant Program

1997-1998 Program Evaluation

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MAINE MIGRANT PROGRAM

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EXECUTIVE SUMMARY

MAINE MIGRANT PROGRAM

EXECUTIVE SUMMARY

Federal funds come into the state directly to the Maine Department of Education's Maine Migrant Education Program on a yearly basis. The state contracts with local educational agencies to provide services. The Migrant Program is a state program in that the Maine Department of Education sets the goals that drive the academic and support services to migrant students and their families. State level administration approves local program funding, reviews migrant programs, provides technical assistance, and coordinates support services to local programs. The state is also responsible for identification and recruitment of migrant children where no migrant program exists.

Local migrant programs are funded to:

- identify and recruit migrant children;
- solicit referrals of eligible children for supplemental instructional services;
- provide support services when needed;
- provide services during the school year and the summer to assist migrant students in meeting the tasks of Maine's Learning Results;
- involve migrant families in the education of their children;
- provide Home/School Coordination services to migrant families.

In 1997-98, there were 73 local migrant programs in operation with approximately 150 full or part-time staff members. One program was not continued at the end of that fiscal year. In 1996-97 there were 9,791 migrant students identified in the State of Maine. The figure increased in 1997-98 to 9,838 students.

Summer Programs in operation in 1996-97 totaled 60, with a total of 63 programs in 1997-98. This was a 5% increase statewide. The number of migrant students

participating in summer programs increased from 1,400 in 1996-97 to 1,769 in 1997-98. This figure includes students attending the Broccoli Harvest School and the Blueberry Summer Youth Program.

During the 1996-97 school year there were 454 migrant students of limited English proficiency. This number decreased to 401 during the 1997-98 school year.

A major emphasis of the State Migrant Office in 1997-98 was staff development. The State Director trained all newly hired migrant teachers individually or in small groups at the beginning of the school year. In Maine 95% of the migrant teachers participated in a statewide Migrant Education Conference on November 12 and 13, 1997 which included sessions on parental involvement, home/school coordination, eligibility and recruiting tips, identification and recruitment, the Maine Conservation School, summer programs, the Blueberry Summer Youth Program, reporting requirements, the Portable Assisted Study Sequence (PASS) Program, and personalizing the Learning Results. Approximately 70% of the migrant teachers came to Bangor for the "Spring Fling" conference on recruiting techniques and strategies, group sharing, summer programs, Reading Is Fundamental (RIF) and end of year reporting. The featured speaker was the State Recruiter from Pennsylvania, Elsa Hernandez. The Brewer School Department presented the closing session on the nationally recognized program, the "Community of Caring".

Parent involvement activities are organized at the state level by the Maine Migrant Education Program and the Maine Migrant Advisory Council (MMAC). The MMAC has a budget of $15,000 and the majority of these funds are used to provide training each fall in the "Parents as Trainers Program". In addition these funds pay for four MMAC meetings, four MMAC Executive meetings, and scholarships to migrant students to attend the Maine Conservation School. The MMAC provided training and technical assistance to local Parent Advisory Councils (PACs) during the year. Migrant parents on the MMAC Executive Committee and their children spent a family –fun weekend at the Maine Conservation School.

During 1997-1998, the Maine Migrant Program continued to enhance the quality of services provided to students and their parents. Over 120 Migrant, English as a Second Language (ESL), and regular classroom teachers were trained to administer the Snapshot Assessment. This Assessment is aligned with Maine's academic standards, the *Learning Results*, and introduces teachers to structured assessment. This is a quick evaluation of academic progress developed to meet the needs of Migrant, language minority and mobile students. The assessment provides information about student performance in language arts, mathematics, and science in relation to local, state and national standards.

MISSION STATEMENT

MISSION STATEMENT

Maine Migrant educators will work in conjunction with schools, the community and with migrant families to provide academic, social and emotional support to assist migrant children to achieve Maine's *Learning Results*.

Service Delivery Mission

- To provide continuous education for migrant children whose schooling is disrupted because of family moves.
- To keep migrant children in school to help them achieve their maximum potential.
- To raise the aspirations and self-esteem of migrant children.
- To enhance the involvement of migrant parents in their children's education.
- To advocate for migrant students by providing migrant families with information and access to existing community and school services.
- To identify and serve migrant eligible students most in need of migrant educational services.
- To target local educational agencies with greatest need for migrant education program services.
- To coordinate the ancillary educational needs of migrant students with service providers, particularly in the areas of special education, English as a second language and safe/drug free schools.

STATE GOALS

MAINE MIGRANT PROGRAM

STATE GOALS

Program Services:

- Migrant students will maintain or increase their performance on the Maine Educational Assessment in grades 4, 8 and 11.
- Migrant teachers will strongly advocate for and will assist students to attend school.
- Migrant teachers will work with students using the Portable Assisted Study Sequence (PASS) Program when migrant students could benefit from PASS course offerings.

Identification and Recruitment:

- Migrant teachers will actively recruit students in all schools in the district, and through migrant employers, pre-school/Head Start agencies and other agencies and will utilize other means of recruiting.

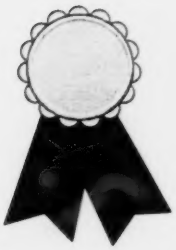
Home/School Coordination:

- Migrant teachers will work with migrant families throughout the school year by holding Parent Advisory Council Meetings, making home visits, providing parent training, issuing newsletters, holding parent conferences, calling and sending progress letters to parents, etc.
- A "Migrant Parent/Teacher Agreement" will be developed with each migrant family and will be reinforced throughout the year.
- Migrant teachers will work collaboratively with other agencies and schools to provide parent training to migrant parents during the school year.

Summer Program

- A Summer Program for migrant students will be offered and each participating student will negotiate a contract with the teacher to work on areas specific to that student.
- All students will be encouraged to participate in the Summer Program.

IDENTIFICATION AND RECRUITMENT



THE 1997 RICHARD A. BOVE MEMORIAL MIGRANT STUDENTS' POETS & WRITERS FESTIVAL FIRST PLACE POEMS - 12 TO I5 YEAR OLDS

THE MORNING

Written by: Anh-Thu Nguyen of Bangor, Maine

The moon at night was laying down.
The sun was shining through the window.
Sunlight splashed across the garden.
The rose awakened and swung her hips.
The morning frost twinkled and
Dropped her leaves on the soil.
The flowers bloomed
Vague offerings for the rose.
On the trees, the birds swung from limb to limb
Singing their compositions.
The morning sunlight released warmth
The cherry trees signaled with their pink petals.
The chickens awakened the people
To go shopping for the New Year
Full of animation.
My life is full and happy.
And so are the children.
Next year I wish luck for the people.
It's lovely.

MAINE MIGRANT PROGRAM

IDENTIFICATION AND RECRUITMENT

Maine is a predominantly rural state and migratory workers are employed in all counties. The major crops are blueberries, broccoli, potatoes, and sea urchins. Poultry processing, fishing, fish processing, food processing, and tree harvesting provide additional seasonal and temporary employment. April through October are the primary months for seasonal labor. The Maine Department of Labor estimates that between 12,000 to 18,000 migrant workers helped harvest Maine berries, apples and broccoli last year. Another 20,000 migrant workers live in Maine year round and many are employed by the seafood industry.

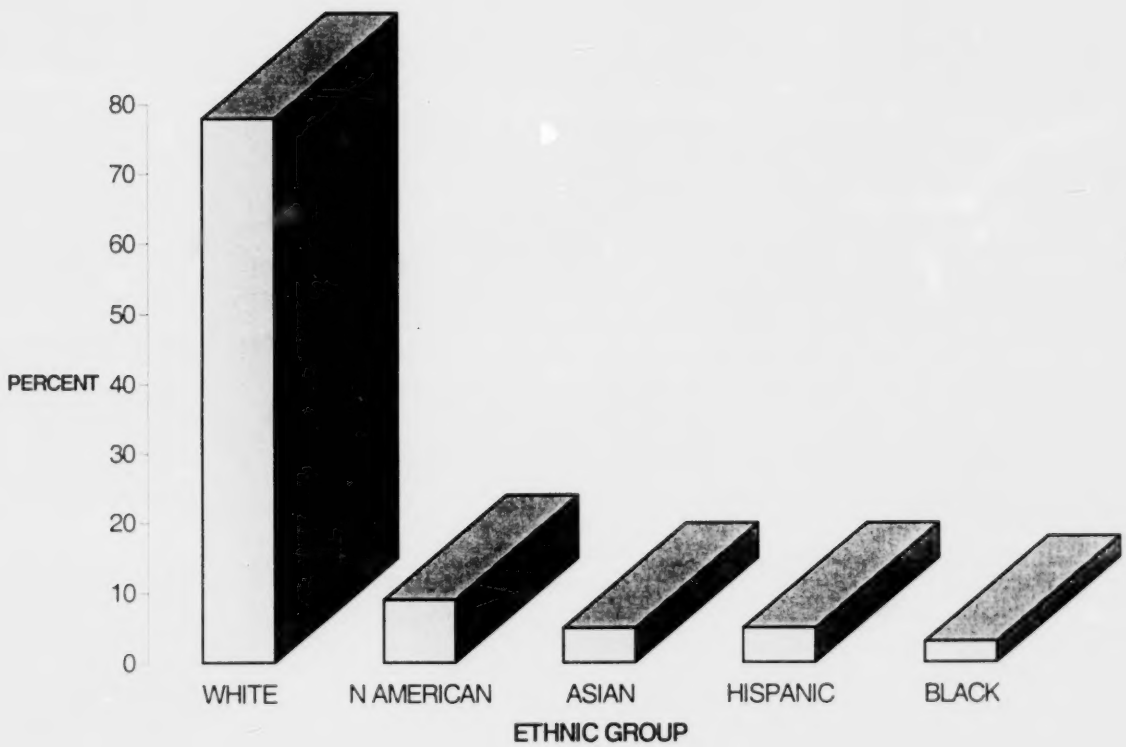
Identification and recruitment of eligible migrant children was a high priority in Maine in 1997-98. The Maine Department of Education subcontracted with MSAD # 14 in Danforth, Maine to recruit in areas of the state where no migrant program existed, using local recruiters. During 1997-98, eight new recruiters were hired and trained. All the recruiters were employed part-time.

The other statewide recruitment initiative was the on-site recruiting of children of parents who came to harvest the blueberry and the broccoli crops. State recruiters were hired to actively recruit and enroll these children while they were in Maine for the harvests. Recruitment for the broccoli harvest was effective, but there were many families from Texas and Florida who were not identified.

In those areas of the state where there is a local migrant program, it is the responsibility of the migrant teacher to identify eligible migrant students. Migrant teachers recruit in schools, Head Start Centers, adult education programs, homeless shelters and through employers of migrant workers. There were 9,791 migrant students in 1996-97 and an increase of 47 students in 1997-98 for a total of 9,838 students.

The "Industrial Survey" was revised and updated for six businesses that routinely employ temporary workers. When there is a 50% or more turnover rate within a qualifying industry plant or specific job categories within the plant, the workers' families may qualify as being migrant education eligible due to the temporary nature of the work. The recruiter in southern Maine started a Processors Advisory Council with three businesses in Maine: Barber Foods, Portland Shellfish and Jordan's Meats to assist the Maine Department of Education in its industrial survey efforts. Peter Bickford of Barber Foods chairs this Council.

1997-98 MIGRANT PROGRAM BY ETHNICITY



HOME/SCHOOL COORDINATION

THE 1997 RICHARD A. BOVE MEMORIAL MIGRANT STUDENTS' POETS & WRITERS FESTIVAL THIRD PLACE POEMS - 12 TO 15 YEAR OLDS

STUDY OF ALLEY LIGHTS AND GANG FIGHTS

Written by: Jeremiah Smith of Ellsworth, Maine

Pop, Pop, Pop, Pop
Four flashes
The numbing of my arm
The feeling of fright
The sounds of footsteps in puddles
The sound of a bullet hitting the wall next to me
A frightened mind running running down the alley
Pop, Pop, Pop, Pop
Four sounds behind me
Four flashed although behind me still the sight in my head
Two numbing stings in my left leg
Two numbing stings in my back
Slow motion falling
Knees hit first then to the side
The sound of footsteps walking toward me
The glow of a gun barrel from the alley
Lights, amend at my head
Pop

A flash
But no pain just death
I lay there not moving with a blue bandana
White powder sprinkles from my pocket
The glistening of crimson red blood running from
My body to the puddles
As the men tie a red bandana to my head
They walk down the alley, guns in their hands
Red bandanas on their heads
And the sparkle of gold key from all the lights on their necks
As they walk out of the alley in Los Angeles
The spirit of I will have vengeance.

MAINE MIGRANT PROGRAM

HOME/SCHOOL COORDINATION

Parental Involvement

Parental involvement is essential to the success of the Maine Migrant Program. Every fall migrant teachers visit all parents. Parents are asked how best to work with their children and what type of educational plan would work best. Their concerns and goals are recorded in an agreement indicating ways that they will support their children's success and the services that the Migrant Program will provide. This information is incorporated into an Individual Services Plan for each of their children. Throughout the school year, teachers encourage parents to discuss with them their children's needs and any concerns they may have. Parents receive frequent progress reports and are encouraged to participate in the award of books and to volunteer at school and in other Migrant Program activities.

Parents are also encouraged and assisted in continuing their own education by increasing their literacy skills, getting a GED or high school diploma, enrolling in higher education or in vocational training. A family learning model is encouraged as the most beneficial support parents can provide for their children.

Parent Advisory Councils (PACs) and Training:

It is required that each local Migrant Program have a Parent Advisory Council. The local council provides opportunities for parents to participate in decision-making, problem solving, and planning and support of activities for their Migrant Program. Parents review the annual grant application, make suggestions and sign the final application. Some parents are represented on the local Improving America's Schools Act (IASA) team.

Each local Migrant Program offers parent training. Some parent-planned PAC activities include; reading tips and strategies, nutrition awareness, teen issues, use of computers, family nights, potluck suppers, book fairs, Migrant Read-A-Thons, and award and recognition ceremonies. Some of these activities are fundraisers for the local program or for summer camp scholarships.

Resources To Families

Community Resource Pamphlets
Drop-Out Packets
Adult Education Program Brochures
Mini-Courses on Job Search Skills
Computer Literacy & Family Wellness
Pre-School Packets & Parent Orientation
Migrant Family Newsletters
PASS and Mini-PASS Program Information
Migrant Seasonal Farm Worker Education & Training Opportunities
Health & Nutrition Program Information
Connections with Toys for Tots
Summer Camp Opportunities
Scholarship & Financial Aid Information
Migrant Library
Reading Is Fundamental (RIF) Books

PARENTAL INVOLVEMENT ACTIVITIES
1997-98 MAINE MIGRANT PROGRAM

ACTIVITY	NUMBER OF LEAs
HOME VISITS	71
SCHOOL CONFERENCES	71
PROGRESS REPORTS	71
PARENTING INFORMATION	71
RIF ACTIVITIES WITH PARENTS	34
RED BAG PROGRAM	71
PARENTS AS TRAINERS	18
LOCAL PAC MEETINGS	58
REGIONAL PAC MEETINGS	13
MMAC STATE-WIDE MEETINGS	28
SPECIAL FAMILY EVENTS	14
LOCAL PAC REPRESENTATIVE	60
SUMMER PROGRAMS	64
NEWSLETTER	34
PARENT TRAINING	48

wpdocs/susan/parent act migrant 97-98

Maine Migrant Advisory Council (MMAC) Annual Report:

During 1997-98 parents were actively involved in the Maine Migrant Parent Advisory Council. The Executive Board met four times to plan meetings and events for the Council, to assist with statewide planning and evaluation, to plan training for Migrant parents, to enhance home/school coordination, to assist with budget planning, and to support academic programs. At the quarterly meetings, parents learned more about after school programs, summer school, and the summer harvest programs. They also learned about the special programs for parents of children with learning disabilities—Special Needs Parents' Information Network (SPIN), and attended a special training called "Parents as Trainers." Parents were kept informed about educational changes, legislation and initiatives that directly impacted the Maine Migrant Program. Informational sessions on the PASS program, the Health Voucher System, the blueberry and broccoli harvest schools, the National Migrant Education Conference in Louisville, the interstate PAC parent meeting in Pennsylvania and local PAC review programs were well received by MMAC. Parents' interest in and commitment to the Maine Migrant Program is shown in the extensive programming offered to parents throughout the state as listed here:

Education

- Parents as Trainers Workshop, 29 parent participants, Pat Ward, trainer,
- Dr. Bill O'Connell, on "Developmental Issues and Adolescent Behaviors"
- Juan Perez, State Monitor Advocate, Maine Department of Labor, on "Ensuring That The Needs of Migrant Families Are Met"
- Dan Crocker, Rural Health Center
- Barbara Wyman, on "Rug Making"
- Kathie Carrigan, Thomaston Migrant Program, on "Home/School Coordination"
- Barbara Wyman, Parent Resource Center

Outreach

- Worked with approximately 12 local teachers to develop PACs
- Louisville National Migrant Education Conference – 3 parents attended
- State PAC exchange with Pennsylvania – 4 parents attended
- Weekend Conservation School – 3 families attended

Migrant Funding/Policies

- Discussions about the Gorton Amendment
- Developed $15,000 budget for MMAC operations

Migrant Programming

- Four meetings with an attendance of 25-45 parents
- Four executive committee meetings.
- Maine Conservation School – 8 camperships
- Sold Maine Migrant Education T-shirts to earn camp funds
- Rheba McIntyre Fan Club/Feed the Children Fund
- Trained parents to recruit eligible families

MMAC EVALUATION FOR THE FY97-98

Each year it is the responsibility of the Maine Migrant Advisory Council Members to evaluate the efforts and successes of the council during the past fiscal year. To do this, it is important that we consider the responsibilities of the council as they are outlined in the By-Laws. The By-Laws are the rules that this organization wrote and agreed to follow in order to achieve goals. The first section of the By-Laws explains the responsibilities of the organization.

DIRECTIONS: Please circle one of the responses at the end of the description of the responsibility. On the line following, explain what was done or who did it. For example, you are asked if anyone assisted in the formation of new PAC's - you could say "yes, Frank and Cindy went to Waterville." A word of two might be an adequate answer. It may be necessary to reread your copies of minutes of the meetings which you attended.

1. Did the Maine Migrant Advisory Council assist with the identification of needs of migrant children?
   Yes: 7 No: 2 I don't know: 1

   Yes Comments: 1) MMAC assisted with the identification of needs of the migrant children through local PACs and Parent MMAC training. 2) Members of the council gave suggestions as to where migrants might receive services, such as the voucher program. 3) Executive Board. 4) Pam talked about identification of migrant children.
   No Comments: 1) There has yet to be an evaluation done for children's needs.

2. Did the Maine Migrant Advisory Council work with the office of Maine Migrant Education and recommend short and long term goals for the Migrant Education Program at the state level?
   Yes: 7 No: 1 I don't know: 2

   Yes Comments: 1) But office doesn't work with us all the time. 2) Frank & Cindy went to Maine Migrant Education Program on the state level for MMAC.
   No Comments: 1) Limited parent involvement. This should be mandated by the parents.

3. Did the Maine Migrant Advisory Council review the Improving America's Schools Act (IASA), Title I, Migrant Education State Plan and make recommendations?
   Yes: 6 No: 1 I don't know: 4 (Someone check both Yes and No)

   Yes Comments: 1) There are a lot of things that are discussed but not really explained at these meetings for parents. It is under the assumption that everyone knows what they are doing. 2) The IASA stinks; bureaucratic junk that is stupid. 3) MMAC reviews the IASA through Title I, Migrant Education State Plan and did make recommendations.

4. Did the Maine Migrant Advisory Council review in the fall the annual report which was submitted at the end the previous school year by each teacher after that information has been summarized by the office of Maine Migrant Education?
   This is no longer done.

5. Did the Maine Migrant Advisory Council make recommendations concerning state level operation of the current year's program?
   Yes: 8 No: 0 I don't know: 2

   Yes Comments: 1) MMAC makes recommendation concerning the State level operation of the current year's program. 2) No recommendations (demands) that have to be done.

6. Did the Maine Migrant Advisory Council act as resource people to local advisory councils in their respective areas?
   Yes: 8 No: 2 I don't know: 0

   Yes Comments: 1) Information from MMAC has been used in our local PAC. 2) Several executive board members travel to locals. 3) Members of the MMAC visited local PAC's to offer support and ways to improve their local PAC's. 4) MMAC acts as resources for people to the local advisory councils in the respective areas. Frank and Cindy Johnson, for example, to offer school PAC's talk and work with them.
   No Comments: 1) Never do because we are told could do certain things.

7. Did the Maine Migrant Advisory Council investigate options and make suggestions about curriculum content for local programs?
   Yes: 4 No: 2 I don't know: 4

   Yes Comments: 1) Bill Dobbins. 2) MMAC investigate options and make suggestions about curriculum for local programs. This has been talked about in local PAC's, Executive Committees, Advisory Council Meetings and parents level mostly through the schools.

8. Did the Maine Migrant Advisory Council assist the state education agency in disseminating information related to the Migrant Education Program?
   Yes: 7 No: 0 I don't know: 2

   Yes Comments: 1) At national conference; coloring books, orange pictures. 2) MMAC assisted the state education agency getting information related to the Migrant Education Program.

9. Did the Maine Migrant Advisory Council investigate options for and strive to make funding available for special programs to migrant students living throughout the state?
   Yes: 5 No: 1 I don't know: 2

   Yes Comments: 1) Rif, Camp. 2) MMAC investigated options for and strive to make funding available for special programs to migrant students living throughout the state of Maine. Funds raised with parents help.

10. Did the Maine Migrant Advisory Council review the current biennial Maine Migrant Education evaluation information in the spring before submission to the United States Department of Education?
    Yes: 5 No: 0 I don't know: 3

    Yes Comments: 1) The MMAC reviewed the current biennial Maine Migrant Education evaluation information in the spring.

11. Did the Maine Migrant Advisory Council review at the second Maine Migrant Advisory Council meeting of the year the format of the annual report information required by the Maine Migrant Education Program of local school programs and make recommendations?
    Yes: 4 No: 1 I don't know: 3

    Yes Comments: 1) The MMAC did review at the second Maine Migrant Advisory Council meeting of the year the format of the annual report information required by the Maine Migrant Education Program of the local school programs.

12. Did the Maine Migrant Advisory Council review the development and implementation of local school district parent advisory councils(PAC's)?
    Yes: 8 No: 0 I don't know: 0

    Yes Comments: 1) At our meetings we went through the data submitted by the school districts. 2) MMAC did review the development and implementation of the local school district parent (PAC's) by the files and folders of the PAC's. 3) Checked folders regularly/visitations.

13. Did the Maine Migrant Advisory Council assist the state agency staff in developing guidelines for local school district parent advisory councils (PAC's)?
    Yes: 8 No: 0 I don't know : 0

    Yes Comments: 1) Frank and Cindy went to local schools to help with their PAC's. 2) The MMAC assisted the state agency staff in developing guidelines for local school districts (PAC's) by the folders and files of the PAC's.

14. Did the Maine Migrant Advisory Council assist in the monitoring and evaluation of local school district parent advisory councils (PAC's)?
    Yes: 8 No: 0 I don't know: 0

    Yes Comments: 1) Yes, MMAC assisted in the monitoring and evaluation of the local school districts by (PAC's) by going over the folders and files of each PAC. 2) Folders. 3) We reviewed information submitted by school districts.

15. Did the Maine Migrant Advisory Council have a parent representative from the Maine Migrant Advisory Council as a member of all harvest school review teams?

    Yes: 5 No: 1 I don't know: 2

    Yes Comments: 1) Wayne, Kim visited and reported on the harvest schools. 2) Wayne Soucie, Kim Small, Cindy and Frank Johnson went to the Blueberry and Broccoli Harvest School review teams.

16. Did the Migrant Advisory Council have a parent representative from the Maine Migrant Advisory Council attend at least two local Maine Migrant Education Program reviews?
    Yes : 4 No; 1 I don't know : 3

    Yes Comments: 1) Wayne Soucie, Kim Small, Cindy and Frank Johnson went to Maine Migrant Education Program reviews to Blueberry and Broccoli Harvest School.

General Comment: Three women at front - especially new one - I felt were sending negative signals and talking among themselves.

STUDENT SERVICES

THE 1998 RICHARD A. BOVE MEMORIAL MIGRANT STUDENTS' POETS & WRITERS FESTIVAL SECOND PLACE SHORT STORIES –12 TO 15 YEAR OLDS

ZAC'S FIRST LOVE

Written By: Seth Bernier of Cherryfield, Maine

This all started in a little town in Washington called Lipton. The town was very nice and was only 13 miles from Seattle. In Lipton, there was a woman by the name of Ashley, who was nine months pregnant and was going through labor at that very moment. Her husband Eric was next to her holding her hand and trying to comfort her. Twenty-three minutes later, a little boy was born. Ashley and Eric Scott were thinking of a name for him, they came up with Zac.

Five rooms over in the same hospital was another baby being born. It was a girl, and her name was Jodi. The parents were Derik and Lindsey Davis, and they were very good friends with the Scott's. The two friends spent a lot of time with each other, and the two babies always played with each other. As the two kids kept growing, they depended on each other for companionship. Zac and Jodi went to kindergarten together and were in the same class. Then they went to first grade and second grade. They were always in the same class. But when third grade came, they were put into two different classes. Zac and Jodi treated each other as brother and sister. They missed each other when they went into different classrooms, but when school was out, their parents would make sure they got to play on the swings together.

Before you knew it, Jodi and Zac were in high school. But now they were dating, and it was going great for the both of them. Jodi always helped Zac on his work because she was smarter. The past three years in high school were really fun for Zac and Jodi. They went to all the dances together and went to most parties. But now, it was their senior year, and it was their last year in high school. They were still going out, and they loved each other a lot.

One night, Jodi asked Zac to come over, and he did. When he got there, it looked to him that Jodi had been crying. Zac asked her "what's wrong" and she said "I needed to tell you something." So Zac sat down on her bed, and she started talking. "My dad got a new job, and we are moving tomorrow." There was then a long moment of silence between the two people that loved each other. They had known each other since the day they could remember. He spent all of his time with her, and she spent all of her time with him. This was all going through both of their minds. All of the phone calls they had and all of the carnivals they went to together, and it seemed like it was all going down the drain. Zac's heart felt like stopping, and there was no reason to live anymore. Zac got up and gave her a big hug and didn't have a lot to say, but he knew there was nothing he could do. So, he went home and didn't return until the next morning.

Bright and early, Zac went over to Jodi's house and helped her pack up her stuff. At 1:00 in the afternoon, the big truck was ready to leave. Zac gave her a long kiss, and they said good-bye. Then Zac watched the big tractor trailer truckhead for Tampa with the girl of his dreams.

MAINE MIGRANT PROGRAM

STUDENT SERVICES

Academic Services

Of the 9,838 students served by the Maine Migrant Program, 75% percent were enrolled in regular school programs. There were 1,176 (12%) students enrolled in early childhood programs (0-K). The bulk of students, 3,238 (33%), were enrolled in grades 1-5. Middle school enrollment accounted for 17% of the Migrant student population with high school enrollment of 1,433 accounting for 15%. A majority of students who received instructional assistance in whole or in part through Migrant funds received support for improving their reading and writing skills.

Academic Support Services

In addition to reading and language arts, students also received academic assistance in mathematics, social studies and science. As part of the Migrant experience, 2,006 students received instruction in vocational/career education. The second largest category of academic support services was categorized as "other". These services included pre-school education, parent education and the PASS program.

English As A Second Language

Services provided for Maine's migrant students included support for instruction in English as a second language. Support was provided as requested in a wide range of professional development, local assistance, and school review activities in many venues throughout the state.

Demographics: Districts reporting Limited English Proficient (LEP) migratory students for 1997-98 included:

Bangor	4	MASD 37 Harrington	1
MSAD39 Buckfield	2	MSAD 52 Turner	27
Caribou	67	Portland	277
Waterville	16	MSAD 24 Van Buren	7

Total Migrant LEP Reported: **401**

The Portable Assisted Study Sequence (PASS) Program:

PASS is a nationally recognized program designed to offer migrant students the opportunity to work semi-independently on high school course work and to earn partial or full credit towards high school graduation. The program has been offered to Maine migrant students since 1994. The curriculum includes courses in mathematics, English, social studies, science, health, life skills, study skills, and several electives. Additionally, a mini-PASS program is available for middle school students. The number of migrant program sites offering the program tripled from 9 in 1994 to 27 in 1997-1998.

The program is tailored to meet the needs of individual students. The most frequently offered courses are Algebra, English, General Math, US History, and World History. The first program evaluation conducted in the fall of 1994 showed that 8 students were enrolled in PASS courses. In 1997-1998, at least 62 students participated throughout the school year while 79 students used PASS in a summer program.

PASS Success Stories

From students:

"If I wasn't able to get my extra 1/2 credit to graduate, then I probably would have quit school."

"I'm very glad that summer has a PASS program. If it did not...I probably would have dropped out of school by now. I have also learned a lot from it. The main thing that I learned was essay writing. At first it was hard, but by the time near the end of the course, it became easier which shows I learned a lot."

"I took English 9. It has helped me more in school and in life. I hope that I acquire my credit for this class so I can graduate on time and with my class. I know it will make me a better student and work harder towards good grades in future classes."

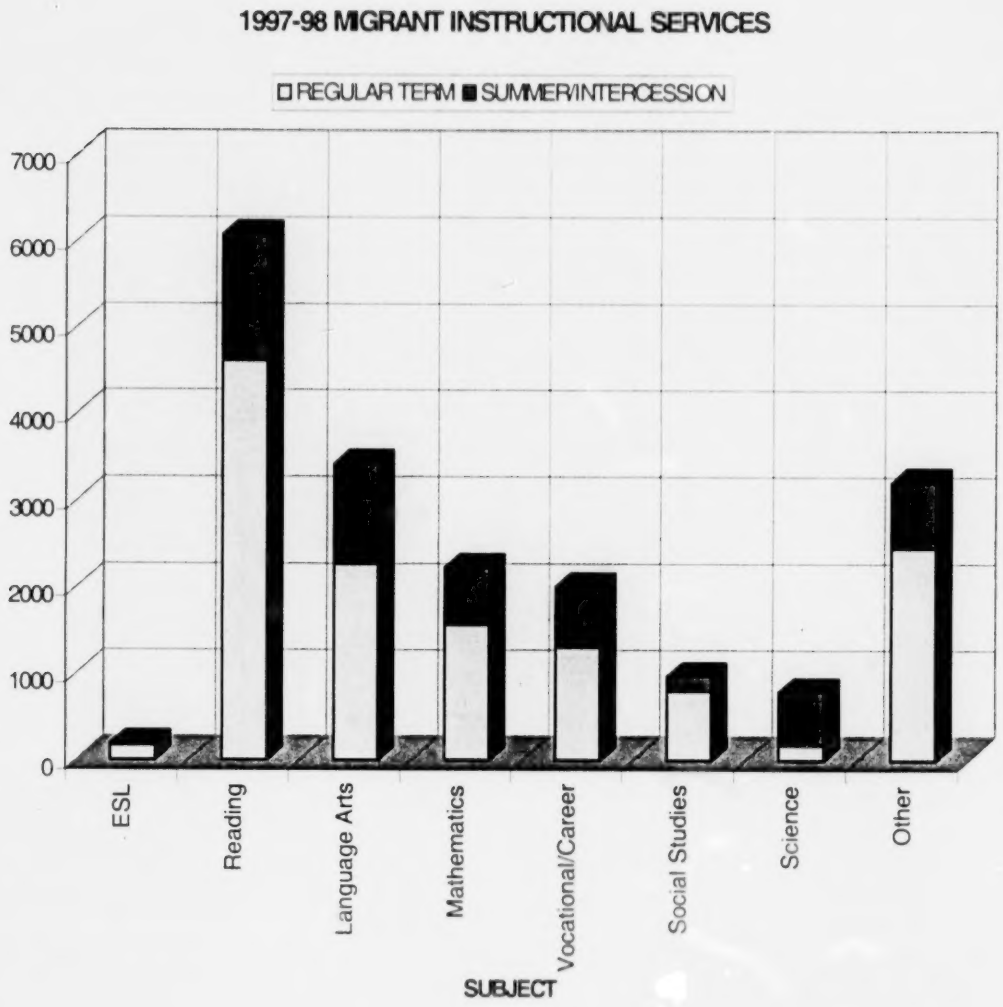
From teachers:

"They all worked enthusiastically because they were given a chance to make up the credit they lost during the school year. Hopefully it will encourage them to work better this year. This is my second time using this and I'm thrilled with the results."

"PASS changed their opinion about regular classes and their own abilities."

"The PASS program has made a significant difference to all my students because it allowed them to make up their credits immediately. Great program!"

"Some of the students were able to successfully complete the program and receive credit in our school for their work allowing them to advance or graduate."


1997-98 MIGRANT INSTRUCTIONAL SERVICES
REGULAR TERM
SUMMER/INTERCESSION
7000
6000
5000
4000
3000
2000
1000
0
ESL
Reading
Language Arts
Mathematics
Vocational/Career
Social Studies
Science
Other
SUBJECT

The Migrant Summer School Programs

There were a total of 73 migrant programs operating throughout the 1997-1998 school year. Of these, 86% or 63 ran a summer program. There is evidence that Mechanic Falls, Phillips, Rangeley, and the Maine Youth Center ran summer programs, yet there are no reports for these sites in the compiled listing of all programs. If these four sites ran summer programs, then a total of 67 or 92% of the migrant programs participated in summer programs.

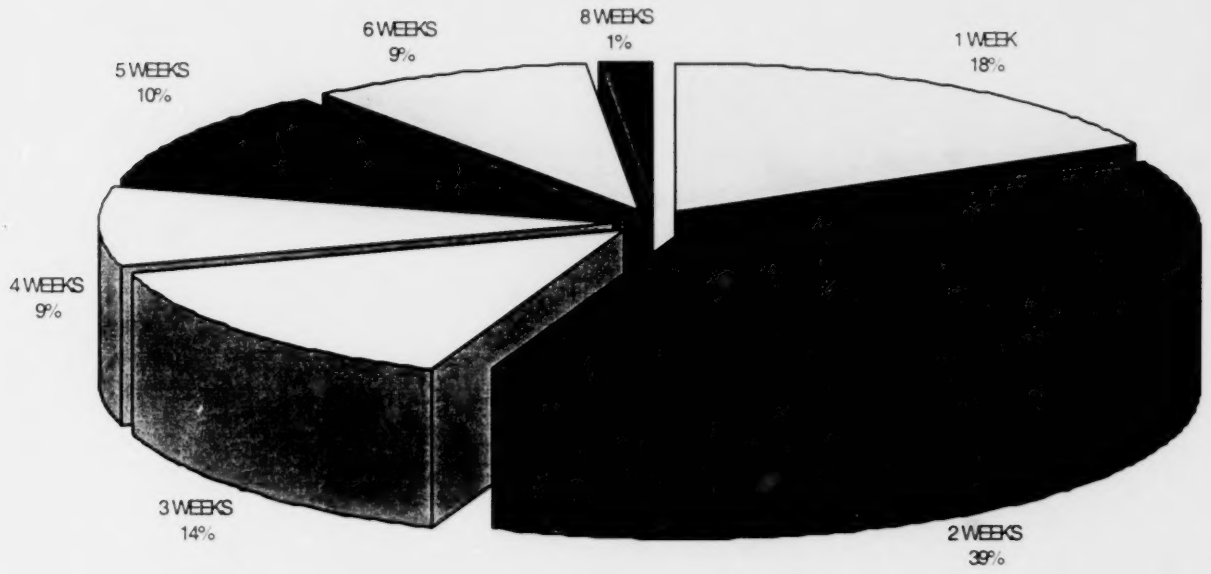
Of the total 9,838 migrant students enrolled in the migrant program throughout the school year, 18% or 1,769 participated in a summer program. The number of migrant students participating from each site varied greatly from as few as 2% to 81% of a school's migrant enrollment.

The data for grade span for the summer program was only available for 59 programs. Teachers reported that the majority of summer programs offered were designated as K-8 (10 total), closely followed by K-6 (9 total). A total of 35 incorporated grades K-3, K-5, K-6, K-7, K-8, K-9, or K-12. For those teachers starting their program at Grade 1 the grades incorporated included Grades 1-4, 1-6, 1-8, or 1-12 for a total of 9. In addition, 5 other programs had a variation on this theme. A total of 10 teachers reported incorporating a preschool aspect into their summer program, including P-5, P-6, P-8, P-11, and P-12.

Twenty (20) summer school programs included high school students, while 29 included middle school students. Fourteen programs reported using the PASS Program: Danforth, Easton, Ellsworth, Flanders Bay, Hodgdon, Houlton, Howland, Maine Indian Education, Old Town, Searsport, So. Aroostook, Unity, Van Buren, and Waterville. Of the 14, 13 reported that they had 79 students. Many of these students were unable to complete their PASS course during the summer; however, most planned to resume it in the fall.

Some sites had more than one summer program in place at one time, or following in succession. Therefore, there is some overlap in the 57 programs whose program length was reported. Two teachers did not report this data. Summer programs ran from 1 week to 5 with the distribution as follows:

MIGRANT SUMMER PROGRAM DURATION



In some cases, it was difficult to measure the program length when home visits were scattered throughout the summer. The majority of the programs were 2 weeks long.

As with the length of sessions, it was sometimes difficult to determine how many hours *per* day were *spent in* each *session. Many* teachers did not include *their* schedule. Of those who did, the average daily session lasted 3 hours. Others reported anywhere from 1.5 hours to 7 hours.

Eighteen (18) teachers did not include their goals and objectives form; or, if they did, it was unclear as to whether their goals had been met. There is a possibility that the

majority of these 18 successfully met their goals, but that determination could not be reached due to the lack of information. Of those completing their goals and objectives form, 9 did not meet their goals or did not meet them completely. Therefore, of the 63 whose program synopsis was included, *36* or about 60% completely met their goals.

Fifty (50) of the sixty-three (63), or about 80%, successfully addressed regression. All reports included a narrative ranging from a short paragraph to several pages in length. In 13 of the 63 cases it was questionable if the program content adequately addressed summer regression.

Almost every program included some aspect of field trips, arts and crafts, and recreational (sports) activities that were often incorporated into their program theme. Of those reporting themes, 5 focused on marine life, 5 on Maine history or nature in Maine, and 2 concentrated on space. Other themes included Native Americans, multiculturalism, dinosaurs, racing, family literacy, music, trust and responsibility, bread, town history, animals, and the media. At least 1 program had a community service component. Thirteen (13) programs had a home school component. The majority of these were based on reading, writing, and math.

Regarding subject matter, most programs included strong components of reading (37), math (28), or writing (24) as their focus. Eleven (11) programs included computers in their programs, some much more actively than others. Other programs focused on career development (6), language arts (6), social studies (5), performing arts (4), science (4) and school readiness.

Harvest Schools

In 1998 Harvest Schools in Maine were located in Milbridge and in Caribou. The programs served a total of 356 students.

Broccoli Harvest School of 1998

Once again this year the Broccoli Harvest School had a great summer program. This was a time in which the program took the whole child into consideration and attended to their many needs while parents were hard at work in the broccoli fields.

The veteran teaching staff was quite familiar with the various needs of the students and families who attended the Broccoli School. A definite asset to the program was the well-established Transition Team made up of staff from Aroostook County Action Program (ACAP), the public school, and parents. Employing two teachers from the public school system to lead the summer program allowed for cohesiveness in which all children's individual needs were met and their goals accomplished through a smooth transition process.

This summer special emphasis was placed on a specific theme, "Drug and Substance Abuse". The State Department offered many materials to help enhance awareness and motivate the children. The Smart Program was once again used along with a new High/Scope curriculum implemented for the first time in the School-Age program.

Staff received training in the implementation of the High/Scope curriculum and found that the Plan - Do - Review process was a fun way for children to learn throughout the summer.

Staff who worked in the public school system as ESL Teachers and Spanish-speaking staff from outside of the school system worked in the classroom. This staffing met the language needs of the children.

Students attended the Caribou School Department's summer school that was offered to Title 1 students. Twenty-seven of the fifty students enrolled in the Migrant program

attended the four-week Title 1 summer school. Students missed the first week due to busing as the Broccoli School was not yet open and the public school doesn't transport for summer school. It has always been a disappointment to see students miss the beginning of summer school. Transportation should be considered for the future.

Lots of activities were in effect this summer: bowling, daily swimming lessons, roller skating, several field trips, weekly visits to the Public Library, and two local parades. At the "Caribou Cares about Kids" parade the children's float took first place for the fourth year in a row

A delightful addition to the summer program this year was taking part in the BI-National Teacher Exchange Program and being blessed with two wonderful teachers from Mexico for six weeks. Both Eduardo Lopez and Olivia Gonzalez enriched staff, children, and families with their many talents and skills. Eduardo worked with the school age children and Olivia worked with the preschool children. They left us with a better understanding of their rich culture and as new friends to be long remembered.

We once again would like to emphasize the great importance of the transition team in helping the Broccoli Harvest School program to be successful. Sharing and problem solving at transition meetings works well in proactively resolving potential problems and concerns allowing for smooth transitions for the children between Aroostook County Community Action Program (ACAP) and the public school.

Teachers in the Caribou School system, who participated in the summer school age program and as members of the transition committee, had a better awareness of individual needs and assessment results on each child. They were better informed as work began with the children during the Summer Broccoli School each year.

It has taken a few years to earn the respect of the families served because of the differences in cultures. Now, however, they have come to trust the program staff and

the services provided as is evidenced by their participation at parent meetings and through their volunteering for various activities with the children. Their welcome is always warm and inviting during home visits in the camp.

Due to the efforts of many people, there has been a lot of growth in the children and the program since the beginning of the school-age program in the summer of 1993. Many of the same students and families return year after year. It has been a very rewarding experience to see the positive changes that have resulted from the work that has been done for these children.

Once the Broccoli Harvest School ended, the extended day program went into effect. This program offered the children a safe environment to go to after they left public school. Teacher aides were there to work with the students on homework assignments which was an asset, when taking into consideration that some of the children struggle with a language barrier. For students having a difficult time in school there was ongoing communications between the teachers from the public school and the teachers from ACAP. Children were transported from the public school to ACAP, and ACAP returned the children to the Migrant Camp at 5:00 p.m.

1998 Broccoli Harvest Summer School Program Self-Evaluation Overview/Recommendations

The following self-evaluation is based on the program goals that were set for the 1998 Broccoli Harvest Summer School Program.

From teacher observations the following areas or goals should be considered as recommendations for the 1999 Summer Program.

1. Computer Technology - more software in Spanish/English.
2. More keyboarding skills or lessons presented on computers.

3. Transport children starting the first week of Title 1 summer school, before program begins officially
4. Continue with Bi-National program.
5. Keep ESL person on staff if possible.
6. Correct safety issues in School-Age classroom.
7. Classroom division of Gr. 1-3, 4-6, 8-11.

The Blueberry Harvest Summer Youth Program

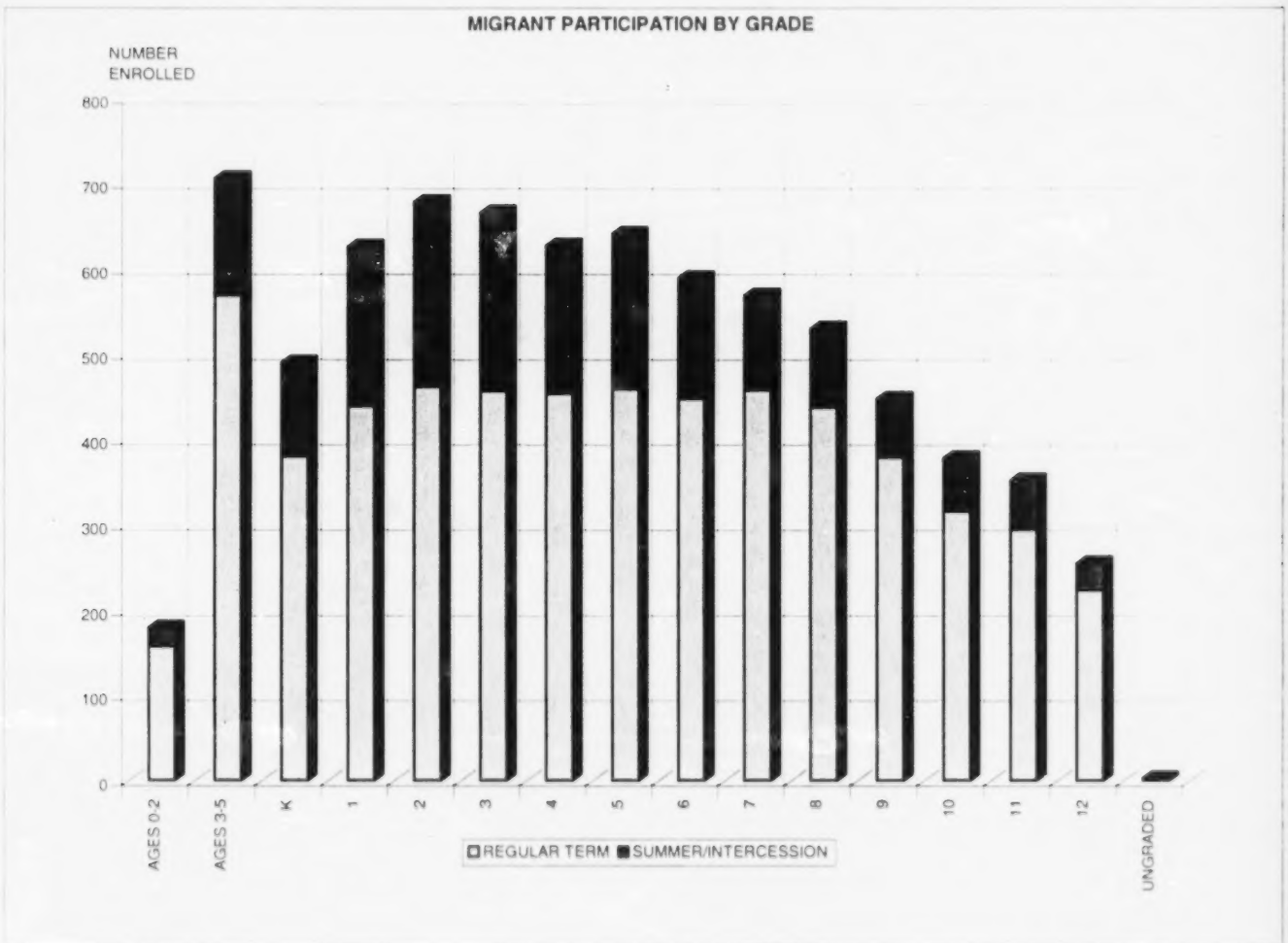
The Blueberry Harvest Summer Youth Program operated from July 27 through August 21, 1998. Due to an early harvest the program ran for a full four weeks.

The Summer Youth Program coincided with the beginning of the blueberry harvest and served 285 students. The program was located at the Harrington Elementary School in Harrington, Maine, part of SAD #37. The school was well suited to meet the program needs with ample space, rooms, and playground equipment. The goals of the 1998 Blueberry Harvest Summer Youth Program were the development of the whole child and the building of trusting, lasting relationships with communities and families through an integrated recreation program. The program effectively incorporated academics, the arts, culture, wellness, and recreation. Health services were provided by an emergency medical technician on location funded by the Rural Health Centers of Maine. If there were more serious concerns, children were transported to the Raker's Center, which had the use of the Rural Heath Centers of Mane mobile health van. West Transportation of Steuben provided transportation for all children. Children were picked up at their sites every morning, delivered to the school, and returned home each evening. Forty-three (43) people, including two Russian interns from the University of Maine at Farmington and a Micmac Outreach Worker staffed the program.

Program activities included: Pre-school, outreach, special needs, wellness, art, swimming, Environment-Exploration, and Adventure-based programming facilitated

by Boy Scouts of America, a Peer Helping program, a pilot computer center, and Enrichments in Arts & Humanities.

The program has received recognition as it has been presented at the National Migrant Education Conference in Louisville, Kentucky. It also has been featured as an innovative program for children by press and television statewide.



MAINE MIGRANT PROGRAM

Maine Conservation Camp For Migrant Children

During the week of July 5th, 1998 over 50 migrant children attended a conservation camp program at the Maine Conservation School, one of the oldest conservation schools in the nation and a recognized leader in conservation education. It is estimated that over 50,000 Maine citizens may have graduated or otherwise participated in one or more of the school's programs since it was established in 1957. They represent all ages and walks of life, but they share one thing in common - an unforgettable, and often profound, experience in conservation education at the Maine Conservation School.

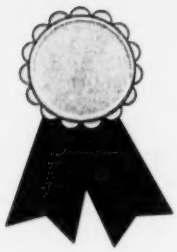
The purpose of the Conservation Camp for Migrant Children in 1998 was to educate the youngsters toward a life-long conservation ethic while providing a "hands on" camp experience that also included outdoor recreation, such as hiking, canoeing, swimming, and campfire activities. Among other subjects, the school curriculum for the migrant children included all aspects of hunter safety, a 32-station wildlife lesson, a comprehensive lake lesson taught from canoes, mountain and night hikes, environmental awareness, canoeing, team building activities and recreational swimming. Following the migrant week, the school also conducted a weekend program for migrant families that focused on outdoor living skills and family activities.

Given the School's commitment to Migrant children, the staff always wants to know what the children have to say about their experience. When asked if she would recommend the conservation camp to other migrant children, Cassie S. from Madison said, "Yes, because it was an awesome, fun-filled week." Adam C. from Palmyra answered by saying, "I would (recommend it) because while you're learning you're having fun too." Elaine B. from Bangor said, "Yes, it's cool and people can learn a lot end make good friends."

Throughout its history, the School has enjoyed the partnership of numerous organizations and individuals in the private and public sectors with interests in conservation and outdoor education.

The School also continues effective partnerships with many educational institutions with conservation programs; e.g., University of Maine, Unity College, Oxford Hills Technical School. One of the School's most important educational partnerships is with the Maine Migrant Education Program and the Maine Migrant Advisory Council. Over the last five years, the School's staff has worked with Pam Gatcomb and others to write no fewer than 5 proposals for full funding and match-funding for special programs for migrant children.

SUPPORTIVE SERVICES



THE 1998 RICHARD A. BOVE MEMORIAL
MIGRANT STUDENTS'
POETS & WRITERS FESTIVAL
FIRST PLACE
POEMS - 16 TO 19 YEAR OLDS

MEANDER

Written by: Hailey Santoro of Madison, Maine

I lie alone under the eminent oak
The snake roots
Protrude into my back
Meddeling sunlight
Penetrates the hungry spaces
Between the sleeping leaves
The yellow streams tickle my numb flesh.

My eyelids fall heavily...

The sounds of chirping sparrows fade.
Gold magic soaks my oppressed lids

An unction of whiteness..

MAINE MIGRANT PROGRAM

SUPPORTIVE SERVICES

Migrant Health Voucher Program

In 1997-98 the Migrant Health Voucher Program provided migrant children with some health services needed in order to fully participate in school. The program was contracted to Rural Health Centers of Maine in collaboration with the Maine Ambulatory Care Coalition. A desired outcome was that migrant families would establish a "medical home" in a health center where all health needs of the family would be attended.

When a family arrived at a health center, the health center staff was to screen the family for Medicaid eligibility. This did not always happen. If the family qualified for Medicaid, then the Migrant Health Voucher Program was not to be used. Although some students who received services did in fact qualify for Medicaid, data one their number is unavailable.

The services provided to migrant students through a voucher process were:

Dental Services: Screenings (cleanings and fluoride)
Acute dental problems (infections, cavities, and extractions)

Optometry and Eyeglasses: Eye examinations: (up to $150)
Eyeglasses (one pair per year)

Pharmacy: Medications for one minor change

Nine health centers participated in the Migrant Education Health Voucher Program in 1997-98 with 18 school districts participating or about 25% of schools serving

migrant students. This was an increase over last year as 3 additional health centers and four corresponding school districts enrolled in the program. In the 1998 , there were 111 vouchers given out.

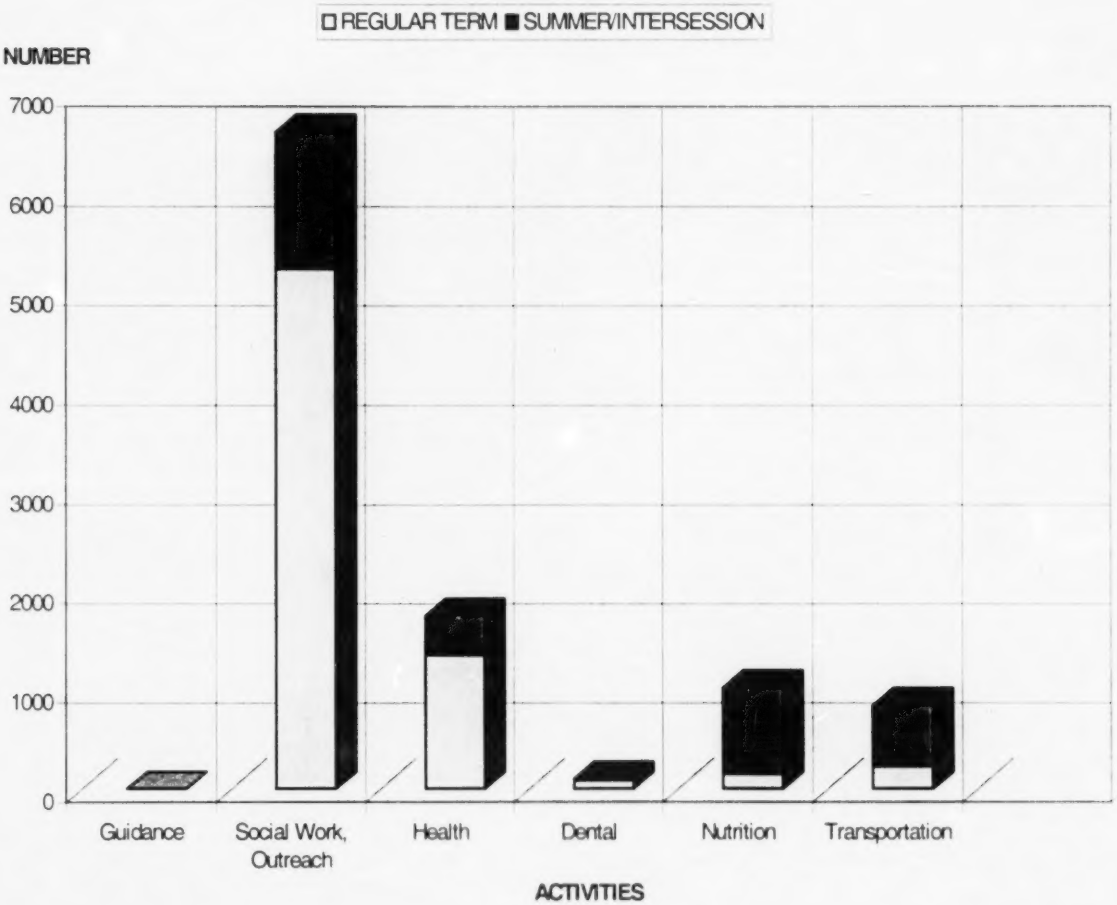
Dental Services: 150

Optometry and Eyeglasses: 74

Pharmacy: 8

This program is, expanding each year and the goal for the future is to provide these health services to migrant students throughout the state in the future. This may have to occur with grant funding in cooperation with the Rural Health Centers of Maine or through other agencies.

1997-98 MIGRANT SUPPORT SERVICE PARTICIPATION



1997-1998 PARTICIPATING HEALTH CENTERS FOR THE MIGRANT EDUCATION HEALTH VOUCHER PROGRAM

Health Center	*Contact*	*School District*	*Lead Town*
Katahdin Valley Health Ctr. P.O. Box 498 Patten, Maine 04765	Christy Olsen (207) 528-2285	SAD #25 SAD #29 CSD #9	Sherman Houlton So. Aroostook
DFD Russell Medical Center P.O. Box 204 Leeds, Maine 04263-0204	Sandy Cotten (207) 524-3501	SAD #39 SAD #52	Buckfield Turner
Harrington Family Health Ctr Route #1 P.O. Box 82 Harrington, Maine 04643	Sheila Chretian (207) 483-4502	SAD #37 Union 96 Union 103	Harrington Steuben Jonesport
Regional Med. Ctr at Lubec South Lubec Road P.O. Drawer 130 Lubec, Maine 04652	Cammi Griffin (207) 733-5541	SAD #19	Lubec Trescott
Arthur Jewell Comm. Hlth. Ctr Reynolds Road P.O. Box 158 Brooks, Maine 04921	Andrea Way (207) 722-3366	SAD #3 *SAD #34	Unity Morrill Swanville
East Grand Health Clinic P.O. Box 44 Danforth, ME 04424	Mildred Faulkner (207)448-2347	SAD #14 SAD #30 SAD #70	Danforth Lee Hodgdon
Madison Area Health Center P O Box 200 Madison, ME 04950	Linda Tulley, 207-696-3992	SAD #59	Madison
Eastport Health Care 30 Boynton Street Eastport, ME 04631	Charles Wellman (207) 853-6001	Union #104 Union #102	Eastport Machias
Franklin Family Health Rt 2 Box 5122E Farmington, ME 04938	Sharon Beadnell (207) 778-2121	SAD #9	Farmington

* Partial District coverage

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PROGRAM EVALUATION

MAINE MIGRANT PROGRAM

PROGRAM EVALUATION

During 1997-1998, the Maine Migrant program continued to enhance the quality of services provided to students and their parents. Over 120 Migrant, ESL and regular classroom teachers were trained to administer the Snapshot Assessment. This Assessment is aligned with Maine's academic standards, the *Learning Results*; and introduces teachers to authentic assessment. By using a series of academic tasks, teachers determine what students know and can do. As a result of the statewide adoption of this instrument, teachers are more aware of students' skills and can use the results to individualize instruction.

Multiple Measures Determine Program Effectiveness

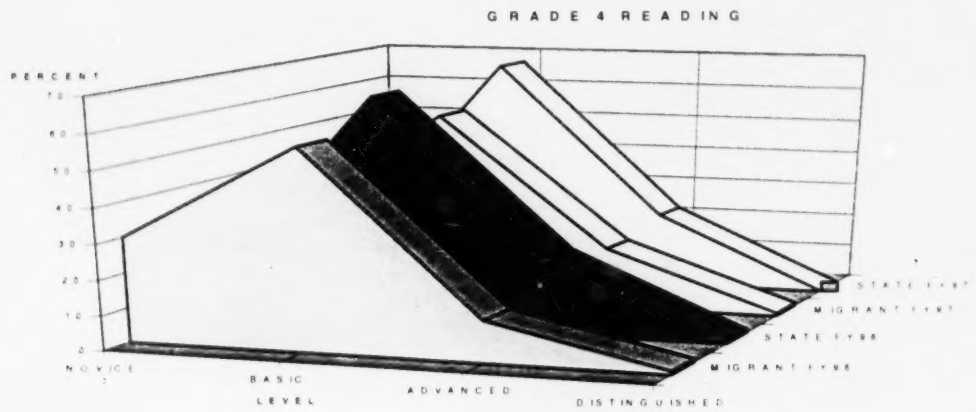
Maine continued to develop its program evaluation system during 1997-98. In the fall of 1997, Maine Migrant teachers were introduced to Maine's Adequate Yearly Progress (AYP) measure. The Title 1A program developed this measure to track the continuous improvement of student performance in districts that receive funding. The baseline year for data collection was 1995. Every year for the past fifteen year, students in grades four, eight and eleven have been assessed using the state test or Maine Educational Assessment (MEA). The Adequate Yearly Progress performance measure is calculated using the Maine Educational Assessment. The AYP measure provides information on four years of student performance in reading, writing and mathematics. MEA scores are reported using four performance levels: novice, basic, advanced and proficient. Districts are working to move students from low performance or the novice level to the standard or the advanced level of performance. 1997-98 was the second year that the Maine IASA Clearinghouse reported this information to all districts and schools in Maine. Once the Migrant Performance Evaluation System is in place, AYP will be used in combination with other measures to determine local Migrant program effectiveness. These measures

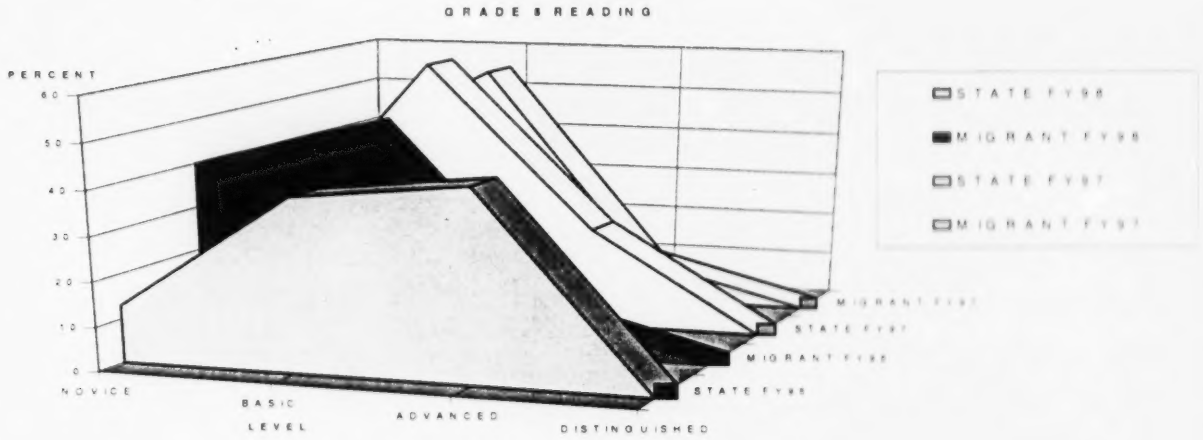
include the number of students enrolled; percent taking the Maine Educational Assessment; the graduation rate and the post-secondary enrollment rate. During 1998-99, baseline data will be collected in each category. State goals will be set collaboratively with local programs. The first full reporting year will be FY 2000.

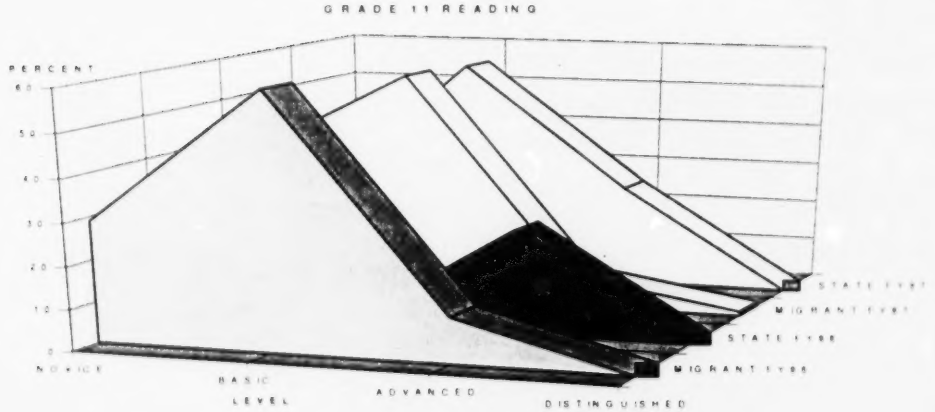
Migrant Performance on the Maine Educational Assessment (MEA)

The charts on the following pages compare two years of migrant student performance in comparison with two years of the state performance at grades 4, 8, and 11 in the content areas of reading, writing and mathematics. A discussion follows.

MEA COMPARISON FY97 & 98 READING PERFORMANCE

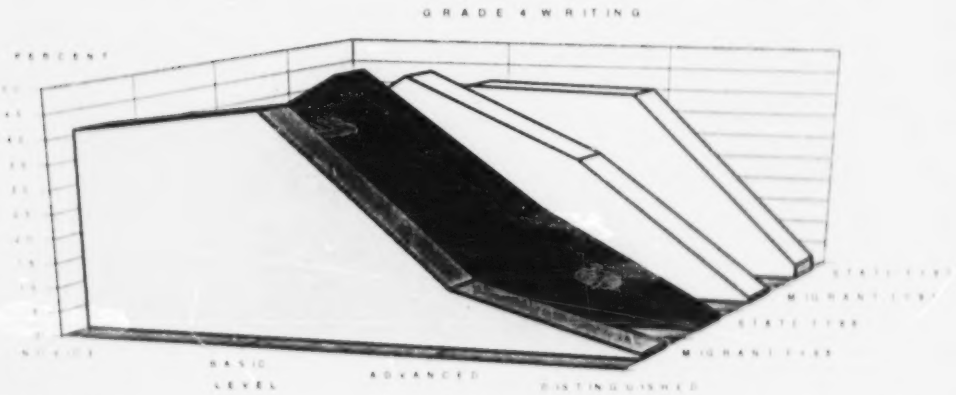


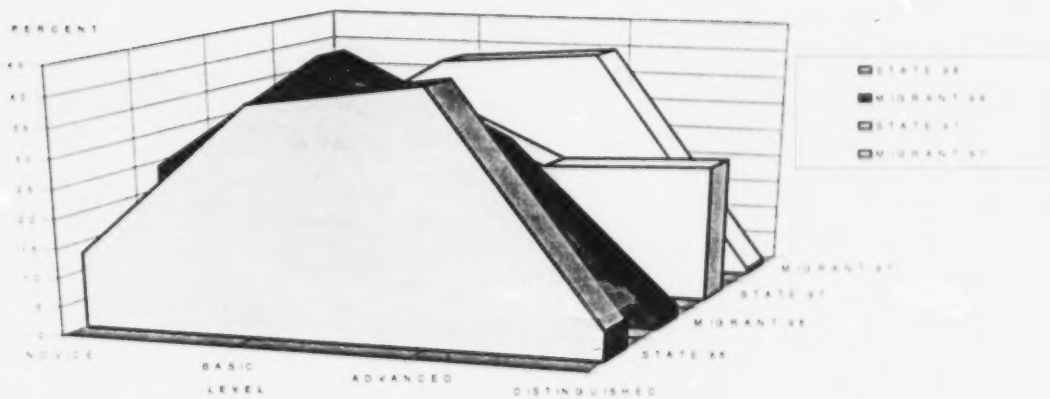


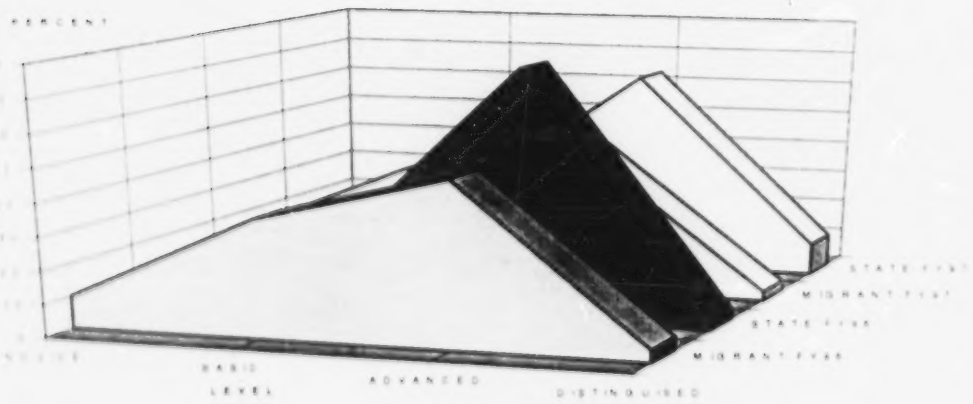


Discussion: At both the lowest (novice) and the highest (distinguished) reading performance levels Migrant fourth graders scored significantly lower than the state average. Of all Maine fourth graders taking the MEA, 11% scored in the novice category. More migrant fourth graders are scoring in the novice performance level with 25% in novice in 1996 and 30% in novice in 1997. Migrant students' reading performance falls below that of the state average. There is a consistent gap of 11% at the basic performance level. This gap in performance also persists at the advanced performance level. There were more Migrant eighth graders in the novice performance level than the state average. In 1997, 35% of Migrant eighth graders performed at the novice level compared to 17% of all eighth graders taking the test and in 1997 the percent of Migrant eighth graders in the novice performance level increased to 40% while the state average decreased to 13%. In 1997, the gap between the number of Migrant eighth graders scoring at the basic performance level increased to 50% while the state average performance decreased by 16%. This performance gap widened at the advanced performance level. Migrant reading performance at the eleventh grade level looked much the same as the fourth grade performance with most Migrant students scoring at the basic performance level.

MEA COMPARISON FY97 & 98 WRITING PERFORMANCE

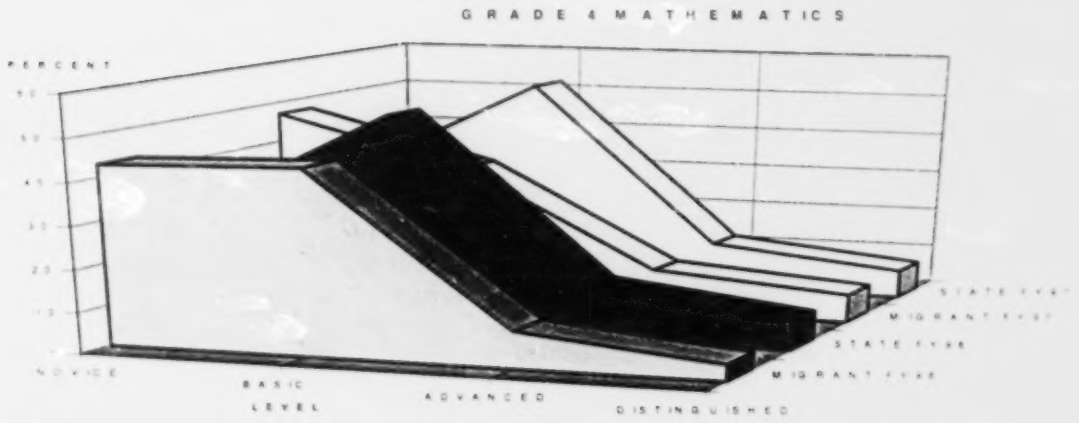


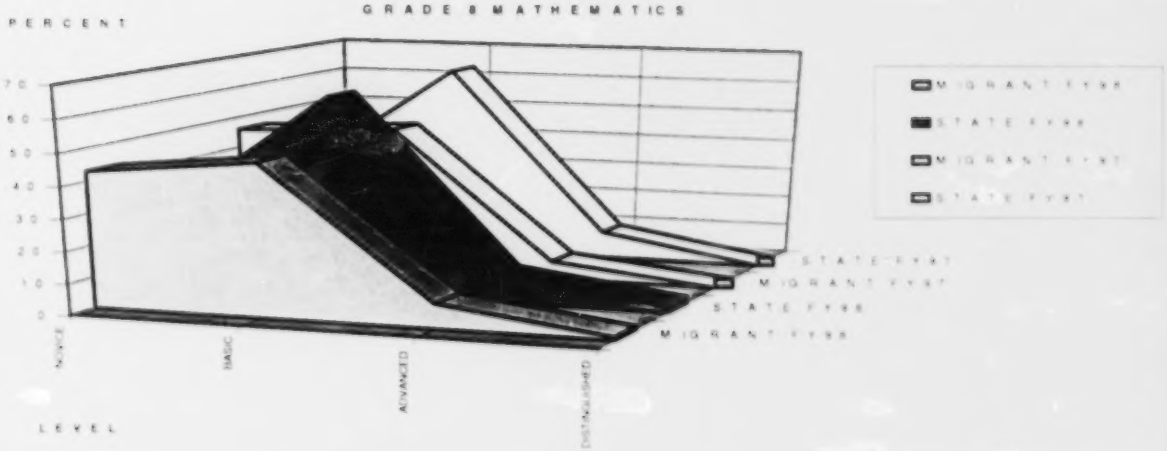


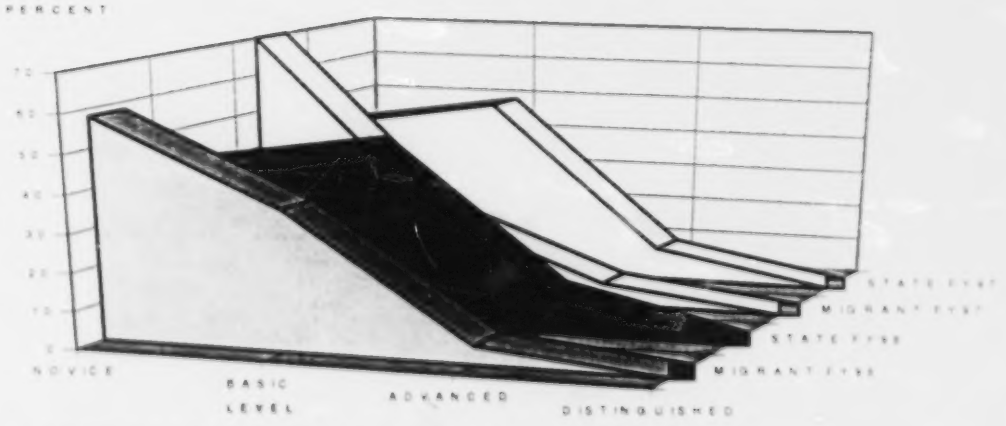


Discussion: More migrant fourth graders score at the novice level in writing. In 1997 the percent of Migrant students performing at the novice level (41%) was almost the same as the number scoring at the basic level (46%) with a 10% gap persisting in the advanced performance level. By the eighth grade more migrant students scored at the basic (44%) and advanced performance levels (30%) than at the novice level (24%). By the eleventh grade, half of the migrant students tested scored at the advanced level. All students score well in writing. The challenge is to move migrant student performance so that it equals or exceeds the state average.

MEA COMPARISON FY97 & 98 MATHEMATICS PERFORMANCE







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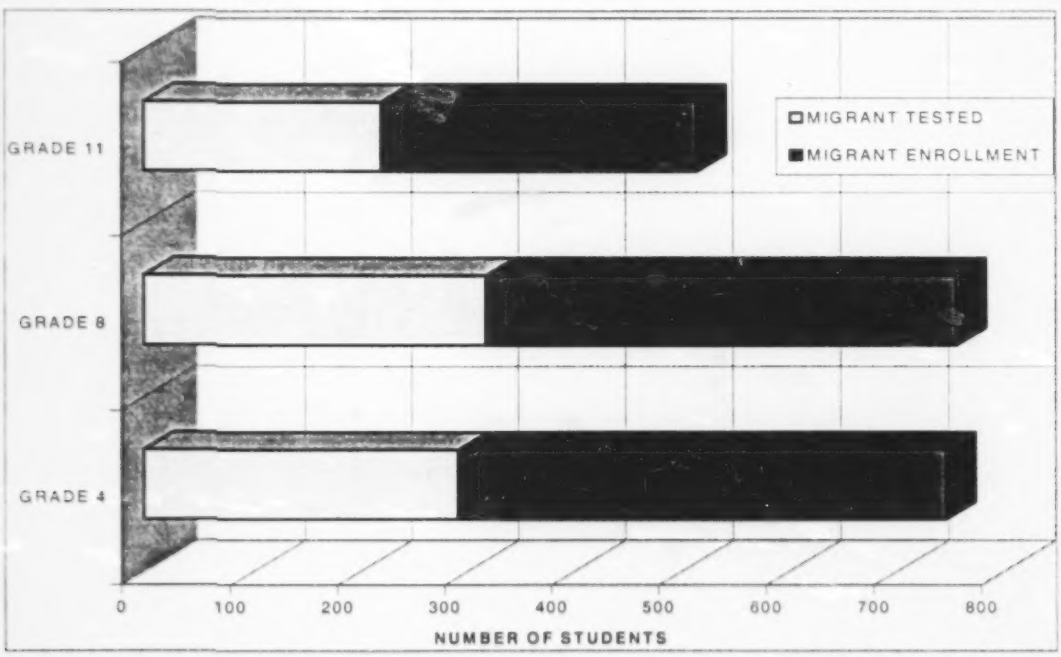
Discussion: In mathematics, a majority of migrant fourth graders score at the novice and basic performance levels. The percent of students scoring at the advanced and distinguished levels is close to the state average. This trend continues in the eighth grade migrant performance. By eleventh grade, 95% of migrant students perform at the novice and basic performance levels with a 10% gap between migrant student performance and the state average. Clearly migrant students are not mastering advanced math content and problem solving skills. This performance gap is troubling and presents a challenge to migrant educators.

Percent of Students Taking the MEA

The chart below shows the relationship between the number of migrant students enrolled and those tested during the 1997-98 school year. In grade 4, 64% of migrant students take the MEA; in grade 8, 73% of migrant students take the exam and in grade 11, 75% of students are tested. On average 92% of all fourth graders in the state take the MEA and 94% of eighth graders. Our goal is to equal or exceed the state average.

MIGRANT STUDENTS MEA TESTED COMPARED TO TOTAL ENROLLMENT

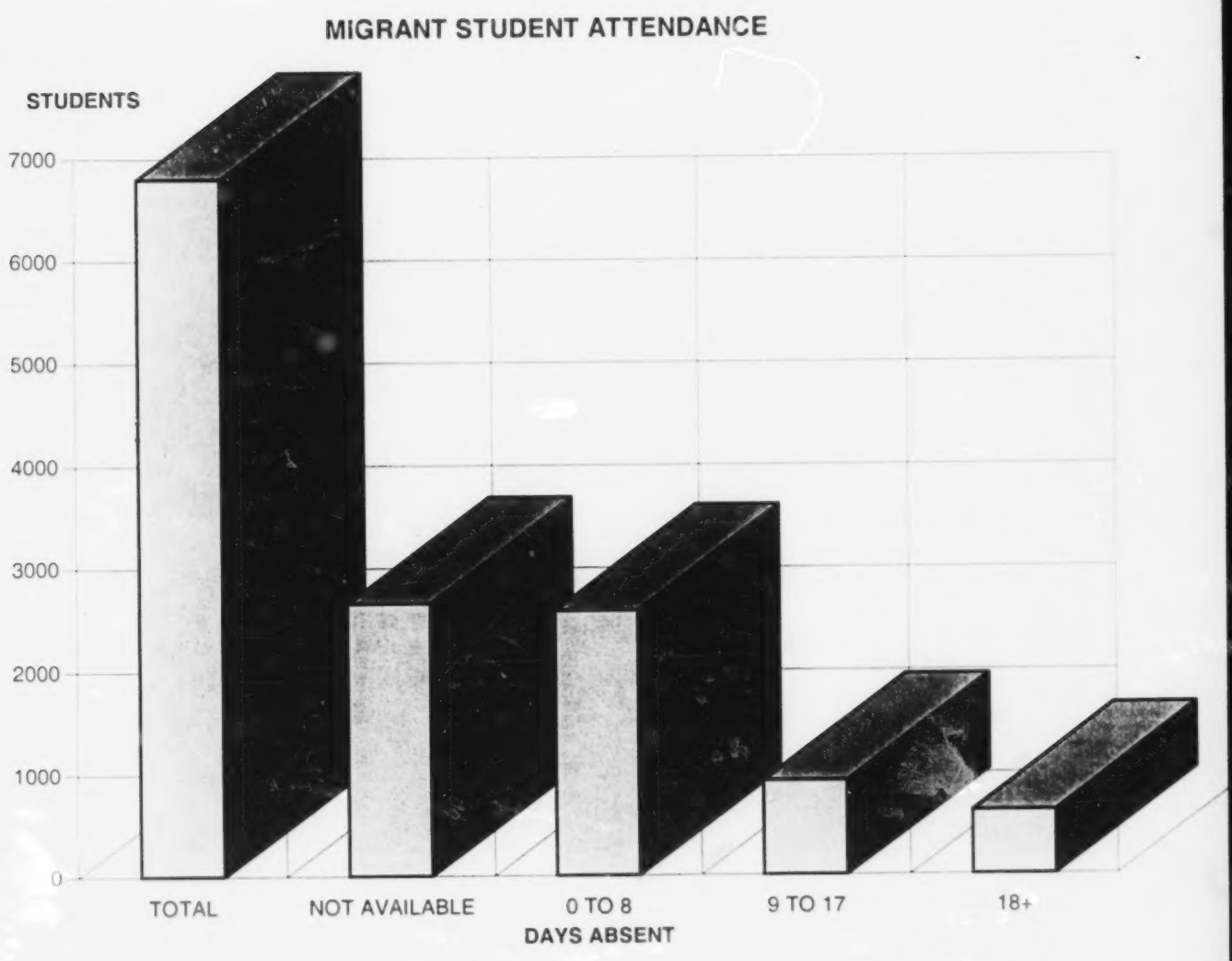


Summary

Migrant student performance falls below the state average in all content areas and, with the exception of writing a performance gap of 10 to 20% persists. When compared to the state average fewer migrant students perform at the advanced and distinguished levels. Migrant student mathematics performance decreases significantly at the eleventh grade. Many factors contribute to this profile not the least of which is transience. Better documentation of student learning and the use of portfolio may help to address this problem. However, it is the challenge of every Migrant teacher to accelerate students' learning. These students need intensive intervention and a double dose of instruction. Finally migrant student performance trends need to be thoughtfully examined and strategies developed to help them become competent citizens, parents and workers.

School Attendance

Regular school attendance is seen as a positive factor in improving the academic performance of migrant students. Consequently, attendance received a great deal of attention at the local and state level. Although the data below showed good attendance by a large number of migrant students, the number of students for whom no data was reported was equally large. Significant numbers of these students were in districts without a migrant program. Other students were in schools without staff to report the data to the state Migrant Education office. Further analysis for the information available indicated that high schools were often not reported in districts with a migrant program.


MIGRANT STUDENT ATTENDANCE
STUDENTS
7000
6000
5000
4000
3000
2000
1000
0
TOTAL
NOT AVAILABLE
0 TO 8
9 TO 17
18+
DAYS ABSENT

CASE STUDY OF MIGRANT STUDENTS

MAINE MIGRANT PROGRAM

CASE STUDIES

Erica's Migrant Family

By Carol Shoreborn, Migrant Educator, MSAD#46, Dexter, Maine

I have worked with this family for 5 years. They qualified for migrant education under 3 categories; potato and blueberry harvests and woodswork. This family has 4 children in our Migrant program. The children are 18,15,14 and 7 years old. They have all received services from the migrant teachers both in school and at home. They all are above average students who thrive on the encouragement and attention they receive from the migrant program. They are all very shy and could have been overlooked easily in a rural school.

In return they give back by being very active in the leadership of the programs we have in our district. The mother has volunteered to help with programs both during the school year, as a member of the Parent Advisory Council and during the summer programs.

I am enclosing an excerpt of a letter written by Erica about her work as a counselor in the Migrant Summer School. It is an example of the growth, success and development of aspirations the children have gained because they were guided supported and encouraged by their Migrant teachers.

1998

"The camp was now four years in the running and I was one of the few counselors to make it that far. It was so amazing! The staff looked to me for answers since I had been there the longest. It felt like I was the highest

rung on the ladder of summer achievement. I was the leader of the pack and the wiser of the bunch. My co-workers looked up to me for advice when they needed anything because they knew I was always there for them to help make their summer as great as mine were in the past. This year's theme was space. The groups were Nebulae, Asteroids, Meteorites, and Comets. This summer was the absolute best that I had ever had because of the friendship I made with my co-workers. I realized this year that this was my whole life. My life revolves around summer and somehow I was destined to make it this far with hopes to make it further.

My anticipation for summer increases each year as do my experiences and aspirations of becoming a Preschool Teacher. I don't know where in life I would be at this point if it wasn't for the Migrant Program and TDC."

1999

"This upcoming summer will be my 5th year in the program. I cannot wait to see what this summer has in store for me. Having a summer job at Adventure Day Camp fulfills my life and each year brings me one step closer to my teaching goal. I don't know what I'd do without it!!!"

NOTE: Erica overcame her fears of leaving home and family. She applied and was accepted this year at the University of Maine at Farmington in the teacher preparation program!

Her life has a clear direction and her family and all of us are proud of their first college student. We know she will make a great teacher as she always has been for us.

Case Study of How TJ Did It!

By Betty Anderson, Migrant Educator, MSAD # 29 (Houlton, Maine)

A walk through an out-of-town mall last weekend turned unexpectedly into a stroll down memory lane when a handsome young man suddenly wrapped me in a huge bear hug. The trip spanned a period of six years of "hard work, no work, can't work and won't work," but ended as proof of an excellent investment of migrant money.

I first met TJ, a Native American, as a seventh grade student. He had entered school late because he had raked blueberries in Washington County. We had just begun to get his make-up work done when he was again absent, this time to harvest potatoes. Our school system still breaks for 3 1/2 weeks for harvest, but family economics necessitated his working the entire two-month period. Missing six weeks of the first nine-week quarter had been TJ's pattern for the previous three years. As soon as he returned the end of October, I learned how severely these extended work sessions, plus sporadic absences to pack potatoes and cut seed, had interfered with his acquisition of many basic skills. By the end of seventh grade, when TJ was saying "I can't do this, I'm too stupid" I feared he would soon say" I can't do this, I'm quitting." He was a hard worker, both at school and in the fields, but in the fields he was getting some rewards for his efforts - money. TJ made it through the seventh grade and started the eighth grade with the same absences. When he returned after potato harvest, I sensed a change in his self-esteem and referred him for testing. His results were barely above the level for provision of special services, so I knew it was up to me.

I wish I could say that once I talked with TJ and his family they immediately realized how important regular attendance is to long term gains, but that didn't happen. TJ faced economic and academic problems, and cultural prejudice. His junior high experience wasn't fun. The eighth grade was particularly difficult because no shop or other hands-on courses were available and he hated what he was studying. I worked closely with teachers and they provided extra opportunities for TJ to work

with me to stay caught up with his class work while perhaps making some gains in skills. However, it was not always easy to make them understand why TJ and his family felt he could miss school.

TJ at least enjoyed high school, or parts of it. He started welding and small engine repair during his freshman year, which gave him a chance to develop his talents. He always earned A's in shop related courses. Only occasionally did I worry quite as much about him dropping out of school. In his sophomore year the school district adopted a "nineteen day absence" attendance policy. We had many close calls over the last three years, but he made it.

During finals his junior year his English teacher came to me - no TJ for the exam! I went to his mother's house and discovered he was planting potatoes! I knew the farmer so off I went. Luckily, TJ was in the potato house helping to cut seed so his work wasn't time sensitive. I took him to school, he took his final exam and he went back to work. He passed the course, too.

We struggled through English, math, science and history for four years and breezed through vocational courses. His self-esteem improved along with his grades, and by his senior year he had to make an important decision, "should he apply to a vocational college?" He did and was accepted. I was as proud of that and of his graduation as if he were my own.

This past spring, TJ graduated from a two-year program at Northern Maine Technical College and is now working in Bangor. Much of his success was possible because of funding by the Maine Migrant Education Program. That big bear hug just showed how much he appreciated it.

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Sincerely,

Suzanne C. Bazinet R.D., L.D.
Editor

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